

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Charter

Name of Principal Sister Patricia Gehling, SSND
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name St. Thomas the Apostle Catholic School
(As it should appear in the official records)

School Mailing Address 4510 North 24th Street
(If address is P.O. Box, also include street address)

Phoenix AZ 85016-5298
City State Zip Code+4 (9 digits total)

County Maricopa School Code Number* _____

Telephone (602) 954-9088 Fax (602) 956-3454

Website/URL www.mylordandmygod.org E-mail srpatricia@mylordandmygod.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* MaryBeth Mueller
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Phoenix, Catholic Schools Office Tel. (602)354-2344

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Tom Wilky
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

(School Board President's/Chairperson's Signature)

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 **not applicable to private schools**)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ TOTAL
2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 5 Number of years the principal has been in her/his position at this school.

_____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	37	29	66
K	33	35	68	8	39	30	69
1	29	41	70	9			
2	30	40	70	10			
3	31	43	74	11			
4	27	43	70	12			
5	31	39	70	Other			
6	38	32	70				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							627

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- 87% White
 - 1% Black or African American
 - 9% Hispanic or Latino
 - 3% Asian/Pacific Islander
 - 0% American Indian/Alaskan Native
 - 100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 4 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1) 11	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	
(2) 14	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	
(3) 25	Subtotal of all transferred students [sum of rows (1) and (2)]	
(4) 627	Total number of students in the school as of October 1 (same as in #5 above)	
(5) .04	Subtotal in row (3) divided by total in row (4)	
(6) 4	Amount in row (5) multiplied by 100	

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages:

9. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 18

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: less than 1 %
2 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. *None*

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>18</u>	<u>2</u> who share one class
Special resource teachers/specialists	<u>4</u>	<u>7</u>
Paraprofessionals	<u>9</u>	<u>8</u>
Support staff	<u>3</u>	<u>4</u>
Total number	<u>36</u>	<u>21</u>

12. Average school student-“classroom teacher” ratio: 33 : 1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96 %	96 %	96 %	96 %	98 %
Daily teacher attendance	98 %	99 %	99 %	99 %	98 %
Teacher turnover rate	12 %	3 %	12 %	13 %	13 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	%	%	%	%	%

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

Part III: SUMMARY

Combining the best elements of traditional Catholic education and the research-based strategies of modern instructional theory, St. Thomas the Apostle Catholic School emphasizes the mission of developing the full potential of each child in an environment that is Christ-centered and focused on the opportunity to pursue academic excellence, deep faith commitment, and positive attitudes of love, joy, and service to others. In pursuit of this mission and through open dialogue among all of its constituencies, St. Thomas facilitates fulfilling the promise of each child.

Located in the heart of the Phoenix Camelback corridor, St. Thomas has served the community for fifty-two years since its beginnings in 1953. Its facilities and buildings provide an inviting, southwestern ambience, and its classrooms easily accommodate the approximately 35 students who fill them daily. Open spaces, large fields with night lighting, and inviting covered patio areas offer additional space for the co-curricular activities and socials that so enhance the academic program. Fortunately, through the efforts of a large cohort of donors and volunteers who have generously contributed to the school, remodeling and updating of facilities has been ongoing. Most recent renovations began in 2000 with remodeling of all classrooms to accommodate updated technology, Internet connections, and better heating/air conditioning equipment. Subsequent to the 2000-2001 renovations, additional updates to the facilities included remodeling of the computer labs and the library, as well as the purchase of new computers and SmartBoards for every classroom. While facilities and surroundings offer an all-important frame to the learning process, without a strong curriculum they will have little impact. The curriculum itself at St. Thomas has evolved over time to include computer science, Spanish instruction, art, music, drama, and a community service program for junior high. Moreover, dedicated alumni regularly return to St. Thomas not merely for a friendly visit, but also to become part of the faculty and to enroll their own children. Currently the largest school in the Diocese of Phoenix, St. Thomas the Apostle Catholic School has an enrollment of 627 students.

Because St. Thomas faculty believes that character forms the truest measure of individual success, the school focuses on far more than the outstanding scholastic program that characterizes it. It actively promotes integrity and the courage to act on principles in order to prepare students for their future roles in society as conscientious citizens dedicated to social justice, active citizenship, and community service. Religious instruction spiraling through the curriculum and school-wide Christian service projects foster development of social conscience and concern for others. Emphasizing the importance of individual effort and cooperation to achieve common group goals, the extensive parent volunteer participation at St. Thomas sets an example of parental involvement in education that is unprecedented. Nearly 95% of the parents in the school volunteer time and resources in a wide array of activities, services, after-school sports, projects, and the PTO and school board.

While no single instructional style predominates at St. Thomas, instruction is also characterized by a focus on enhancing critical thinking and encouraging problem solving and decision-making. Teachers employ a wide variety of approaches and strategies to facilitate each child's potential to succeed and are dedicated to the notion that each student can be reached. The success of its curricular and co-curricular programs attests to the quality of its instructional practices which combine the rich traditions of the Catholic faith with and the most current educational research on powerful teaching and learning to facilitate the notable accomplishments of its students. A majority of students at St. Thomas routinely score in the highest quartiles of achievement in national standardized testing, and school performance is approximately 30% higher than national and state averages and the local public school in the same community.

In short, St. Thomas is a school that successfully invests 100% effort into its mission to teach its children to be the caring Christian citizens of the world of tomorrow.

Part IV: INDICATORS OF ACADEMIC SUCCESS

Meaning of Assessment in Reading and Mathematics

Assessment results in reading-language arts and mathematics indicate that the students at St. Thomas the Apostle are excelling academically at the 90th percentile or better nationally in school rankings in the grade levels tested. (Because testing occurs in September and kindergartners are new to the school at that time, they are not tested.) Frequency distributions of student scores demonstrate that a majority of students are performing in the upper quartiles of achievement. A significantly higher number of students achieve at this level than do students who fall into the two lower quartiles of achievement. Simply speaking, most St. Thomas students score above the national averages in reading-language arts and mathematics. Far fewer score below national averages and, more important, *less than one-tenth* at each grade level score in the lowest quarter of students taking the ITBS exams. Conversely, *nearly one-half to more than one-half* of its students at each grade level score in the top quarter of achievement. Clearly ITBS performance scores demonstrate the success of the St. Thomas academic program.

Careful perusal of grade level performance scores also demonstrates that the school's reading-language arts programs are the most successful ones in the school. In grades 3-8, grade-level school averages for the last two years have ranged at or above the 90 percentile nationally. Therefore St. Thomas students in grades 3-8 in language arts for the last two years did better than 90% of the students nationally who took the ITBS exams. Student scores in mathematics while high enough to qualify the school at blue ribbon levels do not yet match the stellar level of those in reading, but they do indicate that adoption of a new math program last year and restructuring of math classrooms is moving these scores closer to those in reading.

Diocesan schools in Phoenix began using the most recent edition of the ITBS tests in the 2002-2003 school year, the first year of scores reported in the subsequent data tables in this report, and changed the testing period from spring to September.

St. Thomas did not disaggregate data for socioeconomic groups because none of them comprise ten percent or more of the student population. However, significant numbers of our minority students achieve at or above the national average and are not overly represented in the lowest quartiles of achievement in comparison to non-minority students. Across all grade levels, St. Thomas student performance demonstrates that the instructional program is successful in its mission to accomplish its goals and enhance students' mastery of its student learning expectations.

Using Assessment Results

Without question, assessment data strongly influences an effective school program especially when one considers how a school uses that data. St. Thomas uses assessment to promote meaningful curriculum mapping, to enhance student achievement, to facilitate student placement in the most appropriate classes and programs, and to share with its constituencies not only its successes, but also the areas where future change and growth is needed. Utilizing the prompt return of September standardized testing data, faculty, under the direction of its administrators, begins analyzing indicators of student learning and mapping the areas that need more or less attention in order to accomplish curriculum goals. By studying individual progress, frequency distributions for each grade, and school scores in targeted areas of the accreditation process, the faculty assesses classroom and program strength. Subsequent to this scrutiny, the faculty evaluates whether or not its instructional practices are aligned well with its student learning expectations and curriculum objectives and then acts to correct any discrepancies. Using assessment data also provides one of the numerous pieces of information that allows teachers and administrators to place students in the environment best suited to their needs and learning styles, and ensures that at least one part of the placement process is based on concrete measurement. Another important use for assessment data is that which occurs during parent conferences. By the time parents come to the fall

conferences, they have received test data with the publisher's parent information and the school principal's letter as well as their students' report cards. The data from tests, coupled with report cards and teacher observation, is used as an indicator of student achievement with regard to national parameters and as additional facet of assessment in conjunction with report cards to measure student success.

Communicating Student Performance and Assessment Data

Formal reporting of student performance with regard to achieving the vision and mission of the community occurs every January. At that time, the school principal delivers a State of the School Report at a joint School Board-PTO meeting when parents receive an in-depth presentation of the school's progress. Assessment data reported at this time focuses on the school's academic successes and indicates progress toward mastery of the Student Learning Expectations. Areas for future growth are projected for subsequent time periods. But this in no way is the limit of sharing the good news about the student achievement at St. Thomas. Each and every week, students bring Wednesday packets home with myriad information about every aspect of school life including weekly newsletters from the principal, memos from the school board and PTO, and the monthly student newspaper. Mid-quarter progress reports and end-of quarter report cards, each distributed four times per year, are yet another integral aspect of communicating student performance and assessment data to students and parents. Stories in local and diocesan newspapers and on local television programs about school activities, student successes, and school programs play an important part in communicating student performance to the community at large. In addition, student successes in academic competitions like the diocesan spelling bees, art contests and writing contests; the *National Geographic* geography bee; and national poetry and writing contests serve to spread the good word about the school. But the best public relations regarding the achievements and successes of St. Thomas students comes from its dedicated parents and teachers who are eager and proud to share student success.

Sharing Successes

St. Thomas is proud to share its successes with other schools and to collaborate in the collegial atmosphere that characterizes schools in the Diocese of Phoenix. One of the singular ways that St. Thomas shares its success is our program to facilitate our eighth graders' entrance into the Catholic high schools of their choice. Each of junior high teachers of core subjects and special subjects, the principal, and the assistant principal attends the high school articulation meetings and the dinners and socials which follow them. Eight to ten faculty members make for a potent public relations team representing the students, as does the 97% success rate of St. Thomas students vying for entrance at the high schools. Teachers and administrators work together to provide the best possible documentation to the high schools in order to optimize entrance opportunities for their students.

Yet another excellent method of sharing is that which occurs in diocesan competitions in spelling bees, sports, art and writing contests. Consistent winners of first, second, and third place awards in nearly every competition they enter, St. Thomas students set an example of excellence that is unsurpassed. Even more important is the fact that the teamwork and sportsmanship demonstrated by St. Thomas students during any competition is also unsurpassed, and the students endeavor to be the best examples of character, cooperation, and friendly competition that they can be.

Because the diocese provides numerous staff development opportunities each year for its teachers to meet in order to share and improve professional expertise, St. Thomas teachers have many chances to pass on the success story of their school to their associates in Catholic education in a positive spirit of collaboration toward educational growth.. Moreover, each time a St. Thomas faculty member serves on a diocesan curriculum committee, good news from each of the schools represented is shared and enriched.

Part V: CURRICULUM AND INSTRUCTION

St. Thomas the Apostle Curriculum

Religion: The goal of the religion curriculum is to assist students in integrating explicit knowledge of Catholic faith and morals with their personal life experiences. This goal encompasses the core areas of liturgy and worship, doctrine and creeds, service and social justice, right conscience based on the long-standing Christian beliefs and the teachings of the Catholic Church. Scripture, the sacraments, social concerns, and prayer are discussed at every grade level. The entire curriculum is geared toward showing children that Christ's message can be learned and lived.

Mathematics: Based on the standards of the National Council of Teachers of Mathematics Standards for School Mathematics (NTCM). Instruction is designed to facilitate development of mathematics problem solvers who are able to think, compute, reason, and to communicate the processes, analysis, and synthesis so necessary to sound mathematical thinking.

Science: Rooted in the belief that the universe is subject to fundamental scientific principles and that scientific literacy is a key part of the information age in a technological society. The curriculum enhances students potential to make sense of an increasingly complex world and to cope with the moral and ethical decisions that are necessary when the rapid advance of technology changes the world as they know it. The goals of the curriculum include developing an understanding of the skills and processes involved in scientific investigation and experimentation, problem solving, and critical thinking.

Social Studies: The social studies curriculum is designed to facilitate the development of active community members and globally aware citizens who appreciate and value diversity and America's unique multicultural heritage. The curriculum seeks to engender in students the desire to participate fully in America's politics and government because they understand civic responsibility in a republic and to encourage awareness of the interconnectedness of the world's people and its finite natural resources. Students have an opportunity to acquire this learning by studying history, politics, government, geography, and economics.

Reading and Writing Described in Subsequent Sections

Spanish: The Spanish curriculum teaches students in grades K-8 the fundamentals of speaking, reading, and writing in a second language. At primary levels students acquire the vocabulary to listen to and comprehend simple statements, questions, and directions. They use greetings and expressions of courtesy, count and identify the numbers from 0-100, listen to stories in Spanish, and write simple sentences that communicate basic ideas. The intermediate levels in grades 5-8 enrich upon this beginning to include thematic units concerned with family, the geography of the Southwest, Spanish-speaking cultures, the arts, school subjects, idiomatic expressions, and Saints' Day celebrations. Students at this level also extend and refine vocabulary, grammar, reading, writing, and speaking in Spanish.

Fine Arts and Performing Arts: Important members of the school faculty, both a music teacher and an art teacher for grades K-8 lead the efforts in the fine arts areas during the regular school day. Before and after school programs in band, drama, and dance further enhance student opportunities to create beauty, develop god-given talents, and enjoy the performing arts. The music program emphasizes active participation of students in performance and improvisation and encompasses teaching the basic elements of music: rhythm, melody, form, harmony, and tone color. While each classroom has its own art classes each week led by the art teacher, art at St. Thomas is not a stand-alone program, but rather as yet another tool of expression that students use to enhance their learning in every subject. Students study the styles and the works of renowned artists throughout history and from diverse cultures, and they create their own works of art as well synthesizing what they learn into new and exciting creations.

Reading Curriculum

Realizing that communication is at the very core of the human experience, the faculty strives to adopt the programs in reading and language arts which offer students the best opportunities to master the skills of reading, writing, and speaking well. Two years ago, the faculty adopted the McGraw-Hill basal reader program for use in grades K-6 because they believed it offered the most thorough presentation of the lower and higher order thinking skills necessary for competent reading for understanding and for thorough preparation for the school's junior high English and literature program. At the heart of the St. Thomas reading program is the notion that students need to be able to read the lines, read between the lines, and read beyond the lines of text. The McGraw-Hill program offers numerous chances to develop the requisite word attack, vocabulary, and comprehension skills necessary for efficient reading. It provides graphic organizers and advance organizers to improve proper organization of knowledge for understanding the text, and offers a comprehensive evaluation system to assess mastery of appropriate grade level learning. Moreover, the program provides an excellent transition from the learning-to-read focus of the primary grades to the reading-to-learn focus in grades 5-8 where the skills of content reading are of paramount importance. Supplementary materials from the series are easily adapted into visuals for the SmartBoards in each room, and the series offers numerous and spiraling practice opportunities for each skill. The series correlates well with the *Six Trait Rubrics for Writing* and facilitates student chances to master both good reading and writing skills. The junior high reading program is a comprehensive one, and standardized testing indicates the exceptional success of this and the entire reading-language arts program at all grade levels.

Writing Across the Curriculum

Integral to the success of the St. Thomas program is the heavy emphasis on writing across the curriculum in all subjects. Writing in a cogent and articulate manner is critical not only to school success, but also to success in life in an information society. The *Six-Plus-One Traits of Good Writing* and *Jane Schaffer Formats for Writing* provide a school wide standard for evaluating writing at every grade level, and promote effective articulation between grade levels and between different subject-area teachers, as well as between St. Thomas and the high schools that our graduates will attend. Writing forms an essential correlate to the successful reading curriculum and to virtually every subject area of the curriculum, and required writing portfolios provide the foundation for a structured, organized approach for students to express themselves through the written word.. Mastering the writing process enhances a student's ability to express ideas forcefully and effectively and to write with appropriate patterns of order, coherence, and unity. The writing curriculum fosters learning the important skills of note taking, outlining, sentence and paragraph fluency, drafting, proofreading, and editing. More important, the strategies and skills that teachers impart in the writing program have a significant effect size that highly correlates with the successful outcomes listed with the school's mission. Drill in grammar and sentence structure is yet another aspect of writing that receives heavy emphasis across the grade levels. Teachers know that the imagination and creativity locked in each child will remain hidden if that child cannot express the written word in a correct and appropriate manner. Highly pertinent to the writing curriculum are the methodologies identified below in the section regarding instructional strategies. Since these preferred strategies foster significant effect sizes in writing too, they enhance and enrich the writing program and further facilitate mastery of self-expression skills.

Instructional Methods

Highly skilled and well educated, the teachers at St. Thomas use effective, research-based instructional strategies that maximize possibilities to promote and enhance achievement for all students. Teachers facilitate student success with a school wide focus on strategies that promote far more than mere rote learning. The first group of these strategies are those involved with classifying and identifying similarities and differences. Teachers at each grade level present students with explicit structures both to classify and then compare and contrast characteristics including those involved with classifying at increasing levels of complexity, developing metaphors and analogies, and representing those similarities and differences in graphic or symbolic ways. Another school wide strategy is that of summarizing by using both rule-based and summary frame strategies when reading, writing, and studying. Each of these strategies and frames help students to acquire skill in knowing how to delete some information, keep some information, and substitute some information – all necessary strategies in developing the higher order thinking required to analyze information at a deep level. These skills coupled with explicit instruction in note taking formats challenge students to pass over information many times, thus promoting mastery. Use of higher order questions that require students to do more than regurgitate factual information, advance organizers that facilitate grouping information into meaningful patterns, practice in organizing information into generalizations and overarching principles, and the use of goal setting are other methods that enhance student learning. Skillful combinations of the principles of cooperative learning and multiple intelligences comprise additional avenues of powerful teaching and learning. Added to these potent methodologies is the ever-present teacher reinforcement and recognition of student effort that so enhances student motivation, and a challenging schedule of homework and systematic practice of acquired learning. Providing a robust and rigorous dimension to the curriculum, these widely used strategies spiral through the curriculum from kindergarten through eighth grade and facilitate student acquisition of the knowledge and skills required to achieve the mission and student learning expectations associated with it.

Professional Development Program

Characterized by superior educational backgrounds and excellent, ongoing professional training, the St. Thomas faculty and administration is an exceptional model of professionalism with ten of their number having earned graduate and post graduate degrees, and all of them actively involved in continuous professional development each year. Every member of the faculty has completed or is currently completing both the two-year Powerful Teaching and Learning inservice program sponsored by the Diocese of Phoenix and the Six Traits of Good Writing training. In addition as a result of the successful PTO Scrip sales program, the principal sends ten to fifteen teachers to the NCEA convention each year at the school's expense. Myriad seminars and discussion groups at the convention offer educators the chance to experience the most current theories and practices in education and to examine education from its theological perspectives as well. The faculty also maintains current certification to teach religion by attending seminars that examine faith and moral issues consistent with the Catholic faith. The principal provides regular, ongoing opportunities for peer coaching and collegial exchange of ideas. Because the principal realizes that teachers need time to share apart from a full day's work, she schedules regular monthly staff development meetings to occur on early dismissal days.

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Saint Thomas the Apostle Catholic School

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading Grade 8 Test ITBS Form A

Edition/Publication Year The Riverside Publishing Company 2001-2002

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	09	09	09	09	
SCHOOL SCORES					
Total Score	82	80	80	80	
Number of students tested	69	70	63	70	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Saint Thomas the Apostle Catholic School

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading Grade 7 Test ITBS Form A

Edition/Publication Year The Riverside Publishing Company 2001-2002

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒ X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	09	09	09	09	
SCHOOL SCORES					
Total Score	76	81	81	78	
Number of students tested	65	70	70	65	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Saint Thomas the Apostle Catholic School

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading Grade 6 Test ITBS Form A

Edition/Publication Year The Riverside Publishing Company 2001-2002

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒ X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	09	09	09	09	
SCHOOL SCORES					
Total Score	77	77	77	75	
Number of students tested	69	66	70	70	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Saint Thomas the Apostle Catholic School

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading Grade 5 Test ITBS Form A

Edition/Publication Year The Riverside Publishing Company 2001-2002

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒ X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	09	09	09	09	
SCHOOL SCORES					
Total Score	82	84	84	84	
Number of students tested	69	70	67	70	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Saint Thomas the Apostle Catholic School

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading Grade 4 Test ITBS Form A

Edition/Publication Year The Riverside Publishing Company 2001-2002

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	09	09	09	09	
SCHOOL SCORES					
Total Score	77	80	80	84	
Number of students tested	70	70	71	67	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Saint Thomas the Apostle Catholic School

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading Grade 3 Test ITBS Form A

Edition/Publication Year The Riverside Publishing Company 2001-2002

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	09	09	09	09	
SCHOOL SCORES					
Total Score	78	73	73	79	
Number of students tested	74	69	68	69	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Saint Thomas the Apostle Catholic School

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading Grade 2 Test ITBS Form A

Edition/Publication Year The Riverside Publishing Company 2001-2002

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	09	09	09	09	
SCHOOL SCORES					
Total Score	84	79	79	81	
Number of students tested	69	70	59	66	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Saint Thomas the Apostle Catholic School

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading Grade 1 Test ITBS Form A

Edition/Publication Year The Riverside Publishing Company 2001-2002

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒ X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	09	09	09	09	
SCHOOL SCORES					
Total Score	89	85	85	72	
Number of students tested	70	68	70	63	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Saint Thomas the Apostle Catholic School

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 8 Test ITBS Form A

Edition/Publication Year The Riverside Publishing Company 2001-2002

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	09	09	09	09	
SCHOOL SCORES					
Total Score	74	73	73	80	
Number of students tested	68	70	63	70	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Saint Thomas the Apostle Catholic School

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 7 Test ITBS Form A

Edition/Publication Year The Riverside Publishing Company 2001-2002

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	09	09	09	09	
SCHOOL SCORES					
Total Score	69	72	72	78	
Number of students tested	65	70	70	65	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Saint Thomas the Apostle Catholic School

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 6 Test ITBS Form A

Edition/Publication Year The Riverside Publishing Company 2001-2002

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	09	09	09	09	
SCHOOL SCORES					
Total Score	64	66	68	70	
Number of students tested	69	66	70	70	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Saint Thomas the Apostle Catholic School

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 5 Test ITBS Form A

Edition/Publication Year The Riverside Publishing Company 2001-2002

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	09	09	09	09	
SCHOOL SCORES					
Total Score	68	74	74	66	
Number of students tested	69	70	67	70	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Saint Thomas the Apostle Catholic School

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 4 Test ITBS Form A

Edition/Publication Year The Riverside Publishing Company 2001-2002

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒ X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	09	09	09	09	
SCHOOL SCORES					
Total Score	72	61	61	71	
Number of students tested	69	70	71	67	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Saint Thomas the Apostle Catholic School

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 3 Test ITBS Form A

Edition/Publication Year The Riverside Publishing Company 2001-2002

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	09	09	09	09	
SCHOOL SCORES					
Total Score	71	70	70	73	
Number of students tested	73	69	68	69	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Saint Thomas the Apostle Catholic School

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 2 Test ITBS Form A

Edition/Publication Year The Riverside Publishing Company 2001-2002

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	09	09	09	09	
SCHOOL SCORES					
Total Score	71	79	79	60	
Number of students tested	70	70	59	66	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Saint Thomas the Apostle Catholic School

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 1 Test ITBS Form A

Edition/Publication Year The Riverside Publishing Company 2001-2002

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	09	09	09	09	
SCHOOL SCORES					
Total Score	90	85	85	75	
Number of students tested	70	68	70	63	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					